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To compensate for the learning disadvantages suffered by many of the minority group children and to aid them in overcoming the obstacles and inequities which hamper their progress, a wide variety of special services have been established in the New York City schools. During the 1963-64 school year, almost $49,000,000 was expended on 420,000 pupils in minority group areas at all levels of the school system for additional personnel, textbooks, and instructional materials to provide the special services needed to overcome the learning disadvantages caused by social and economic deprivation. An annual average expenditure of $117 more per pupil than the ordinary annual per pupil allotment is represented. As is indicated in the section on "Looking to the Future," more remains to be done which will require substantial budgetary increases. The facts and figures briefly describe the additional services and personnel provided in the schools and indicate some of the needs to be met when sufficient funds become available.

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NEW YORK--NEW YORK CITY

The Public Schools of New York City

ED002034

MAY, 1964

TOWARD QUALITY AND EQUALITY IN EDUCATION

Additional Services Provided for Our Pupils In Minority Group Areas

TYPICAL COMPARISON OF ADDITIONAL SERVICES, ETC.
Provided to Schools in Minority Group Areas

TYPE OF SERVICES, ETC.	SPECIAL SERVICE SCHOOL (IN MINORITY GROUP AREA) — PS 108, MANHATTAN	NON-SPECIAL SERVICE SCHOOL — PS 206, BROOKLYN	ANNUAL COST OF ADDITIONAL SERVICES PROVIDED TO PS 108 (EQUATED TO 1,500 PUPILS)
Enrollment	1,560	1,492	
Average Class Size	27.8	31.2	
No. of Classes	56	46	$ 64,808
No. of Special Teaching Positions	16	2.5	109,364
No. of Teaching Positions	72	48.5	
Assistants-to-Principal	4	1	37,785
School Secretaries	4	2.4	9,618
Guidance Counselors	2.4		25,949
Psychologists	.1		918
Social Workers	.3		2,929
Speech Improvement Teachers	.2	.2	
Attendance Teachers	.4	.4	
School Aides	44 Hours per Day	28 Hours per Day	5,016
Allotments for Textbooks, Instructional Materials, etc.	$18,129.90	$12,859.30	$ 5,271
TOTAL ADDITIONAL COST			$261,658
			$174 per pupil

EQUALITY OF OPPORTUNITY *is a basic tenet in the educational program of New York City. However, providing equal educational opportunity does not mean providing the same program and services for all children.*

Equality in a program of quality education requires that the schools provide services for children consistent with their special needs. This means that far more services and a greater variety of services must be provided for those children who lack the cultural and educational advantages normally enjoyed by children coming from families of middle income backgrounds. These services, to meet the special needs of the children and groups concerned, encompass not only services to intensify and expand the educational opportunities of these children, but also services that establish more effective cooperation of the home, the school and the community.

One of the most obvious of these is the special personnel and services provided for pupils learning to speak English as a second language, and the need to facilitate the adjustment of these children and their parents to culture patterns different from those to which they have been accustomed.

Far too many of the children in large urban communities, through no fault of their own, are victims of social, economic and cultural dislocations. These deprivations lead to an almost countless variety of teaching and learning difficulties. The environment in which these children grow up does not provide the many skills and information which are ordinarily taken for granted as out-of-school experience and which most middle-class children acquire as a matter of course.

To illustrate, some children from impoverished backgrounds lack the ability to distinguish subtle differences in sound, an essential skill in learning to read. Coming from crowded homes where the noise level tends to be high, these children are forced to learn "how not to listen." Hence, they fail to develop an ability to distinguish between relevant and irrelevant sounds and between likenesses and differences in sounds.

To compensate for such learning disadvantages suffered by many of these minority group children, and to aid them in overcoming the obstacles and inequities which hamper their progress, a wide variety of special services have been established in our schools.

It is to be noted that for 420,000 pupils in minority group areas on all levels of our school system, almost $49,000,000 was expended during the 1963-64 school year for additional personnel, textbooks and other instructional materials in the effort to provide the special services needed to overcome the learning disadvantages caused by social and economic deprivations in those areas. This is an annual average expenditure of $117 *more* per pupil than the ordinary annual per pupil allotment. As is indicated in the section on "Looking to the Future," more remains to be done and will require substantial budgetary increases.

The following facts and figures briefly describe the *additional services and personnel* provided in our schools above the standard allotments, and indicate some of the needs still to be met when sufficient funds become available.

This insert is the third in a series of SB special reports on additional provisions for Special Service schools. Previous reports deal with the teaching of English as a second language, and with programs for the actual and potential dropout, the early school leaver, and employed, unemployed and underemployed youths and adults.

Office of Education-EDOP
Research and Materials Branch
Bennett O. Stalvey

PERSONNEL, SERVICES, INSTRUCTIONAL MATERIALS ADDED IN SPECIAL SERVICE ELEMENTARY SCHOOLS

The following tables itemize the additional services being provided in 246 elementary schools designated as Special Service schools, together with the additional cost involved.

These schools service approximately 245,000 pupils.

More personnel to assist in the training of newly-appointed and inexperienced teachers and for the in-service training of all teachers in meeting the problems of culturally disadvantaged pupils:

136 additional assistants-to principal, $1,632,000.
17 teacher trainers, $132,600.

More staff members to provide a maximum amount of individual and small group instruction:

835 additional classroom teachers, $6,513,000.

Additional clerical assistance to provide maximum time for professional staff to devote to the instructional program:

200 additional school secretaries, $1,160,000.

Additional help to relieve teachers of non-teaching chores, i.e., duties in lunch rooms, yards, halls, patrolling, etc.:

Additional school lunch aides, $897,940.

More help in identifying and meeting the special problems of pupils:

172 additional educational and vocational guidance counselors, $1,720,000.
61 additional school psychologists, $518,500.
73 additional social workers, $657,000.

More assistance in improving school attendance of individual pupils with special problems:

39 additional attendance teachers, $308,100.

More help for disturbed children by placement in special Junior Guidance classes:

6 additional Junior Guidance coordinators, $46,800.

More help in providing intensive diagnostic, preventive and corrective services for children with reading disabilities or reading retardation:

123 additional corrective reading teachers, $959,400.
8 additional reading improvement teachers, $62,400.
6 additional teacher-coordinators of school volunteers, $46,800.

More librarians to service 219 special library rooms in schools in minority group areas:

30 additional librarians, $234,000.

Personnel to facilitate the adjustment of the non-English-speaking child and his parents to the school and community, and of the school and community to them:

109 auxiliary teachers, $850,200.

Personnel to assist classroom teachers with programs of instruction in English as a second language; to develop among the professional staff and the community the understandings, techniques and attitudes needed for working with people of other cultures:

129 teachers and coordinators for non-English-speaking pupils, $1,006,200.

Personnel to provide a specialized group work after-school program for supporting the day school reading program and providing enriching experiences which offer maximum opportunity for emotional growth and language development:

100 positions in All-Day Neighborhood Schools, $780,000.

Higher Horizons Program to raise the educational, vocational and cultural sights of children; to help the child develop a self-image in keeping with his full potential, special abilities and talents; and to help the under-achiever improve his academic functioning:

148 additional project coordinators for Higher Horizons, $1,154,400.

Additional personnel to provide special remedial and tutorial help to pupils in culturally disadvantaged areas; to provide additional time and appropriate environment for study and library activities; to improve educational opportunities and to raise the levels of academic achievement of children in minority group areas:

163 positions in After-School Study Centers, $1,832,691.

To provide additional textbooks, library books and instructional materials, at an additional per pupil allotment of approximately $3.70:

Total additional cost, $909,967.

The grand total cost above normal allotments of the foregoing additional services is:

$21,421,998

The Special Service elementary schools include 83 in Manhattan, 49 in the Bronx, 94 in Brooklyn, 15 in Queens and 5 in Richmond. Of these 246 buildings, 146 were built before 1929, 10 during 1930-39, 4 during 1940-49, 56 during 1949-59 and 30 during 1960-63. Within each group, the number of schools that have been improved by additions, conversions and/or modernizations are 53, 4, 3, 53 and 30, respectively. In 1963, the cost of these improvements was $15,000,000. In addition, since 1962, 246 portable classrooms have been provided at 28 Special Service schools at a cost of $4,900,000 for the express purpose of reducing short time schedules.

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...IN SPECIAL SERVICE JUNIOR HIGH SCHOOLS

In similar style, the following table itemizes the additional services above normal allotments which are provided to 64 Special Service junior high schools. These schools service approximately 93,000 pupils.

More personnel to assist in the training of newly-appointed and inexperienced teachers in meeting the problems of culturally disadvantaged pupils; to assist in the improvement of instruction in special curriculum areas:

18 additional assistants-to-principal, $216,000.

More staff members to reduce recitation class size and to provide a maximum amount of individual and small group instruction:

302 additional teaching positions, $2,295,200.

More staff members to provide for the programming of 24 instructional periods, 6 preparation and 5 administrative periods per teacher; to provide opportunity for teachers to effectively plan for classroom instruction:

218 additional quota teachers, $1,656,800.

More staff members to provide specialists in these curriculum areas for the exploratory opportunities inherent in the junior high school program:

52 additional industrial arts teachers, $426,400.

53 additional home economics teachers, $418,700.

More staff members to provide additional opportunities for sound physical development and recreational interests:

9 additional teachers of swimming, $74,700.

7 additional shower attendants, $33,600.

Additional clerical assistance to provide maximum time for professional staff to devote to the instructional program:

27 additional secretaries, $156,600.

Additional assistance in the patrolling of the lunch rooms, halls, stairways, etc.; to provide maximum time for the professional staff in the preparation for classroom instruction:

Additional school aide hours, $122,158.

More help to provide individual pupil guidance, group guidance and parent counseling; to provide the help of specialists working cooperatively with classroom teachers on problems of children from disadvantaged areas; to offer intensified personal guidance to seriously maladjusted pupils:

68 additional guidance counselors, $680,000.

8 additional school psychologists, $68,000.

10 additional social workers, $90,000.

More help to provide additional assistance to classroom teachers with pupils having serious behavior problems; to work cooperatively with the home and community agencies to improve school attendance:

55 behavior counselors (deans), $418,000.

34 additional attendance teachers, $268,600.

More staff to provide additional opportunity for diagnostic and corrective work in reading; to develop new materials and techniques to re-motivate pupils to a desire and enthusiasm to read; to give intensive personal attention to the retarded reader; to work with small groups and individual pupils to improve reading competence:

97 additional remedial reading teachers, $737,200.

More personnel to work cooperatively with teachers and parents to develop the best possible educational situation for pupils who are learning to speak English as a second language; to work with pupils in small groups; to assist in screening, placement and testing of newly-arrived pupils to New York City; to demonstrate teaching methods and techniques to assist classroom teachers in the teaching of English as a second language:

36 coordinators, $273,600.

More personnel to help create a desire in pupils to remain in school and continue their education; to adapt the school curriculum to realistically meet the needs and interests of pupils who have experienced repeated failure, especially in the basic skills; to provide corrective programs in basic skills; to offer opportunities to explore and develop prevocational skills and occupational knowledges; to give intensified personal attention to each pupil:

52 career guidance positions, $395,200.

Special personnel in the Higher Horizons Program to raise the educational, vocational and avocational sights of children from culturally deprived areas and to develop within the pupil a self-image in keeping with his full potential, special abilities and talents; to work closely with parents and teachers in aspiring to goals in keeping with the child's full potential; to provide enrichment and cultural experiences to extend the educational opportunities of these pupils:

52 Higher Horizons positions, $395,200.

Additional personnel to provide remedial instruction to pupils retarded in reading, written English or mathematics; to provide an appropriate environment for pupils from disadvantaged areas to do their homework with guidance and help of teachers of special subject areas; to provide library facilities where pupils can read and do research with the guidance and help of a school librarian; to provide tutorial help for pupils in mathematics, science and foreign languages:

50 additional positions in After-School Study Centers, $682,238.

Additional personnel for the establishment of four Summer junior high schools, at an additional cost of $117,123.

To provide adequate and greater variety of supplies and instruction materials at an additional per pupil allotment of approximately $4.20:

Total additional cost, $391,879.

The grand total cost above normal allotments of the foregoing additional services is:

$9,917,198

The Special Service junior high schools include 21 in Manhattan, 13 in the Bronx, 25 in Brooklyn and 5 in Queens. Of these 64 buildings, 28 were built before 1929, 7 during 1930-39, 2 during 1940-49, 20 during 1950-59 and 7 during 1960-63. Within each group, the number of schools that have been improved by additions, conversions and/or modernizations are 19, 3, 1, 0 and 1, respectively. In 1963, the cost of these improvements was $10,000,000.

...IN HIGH SCHOOLS

The High School Division does not designate any of its schools as Special Service schools. However, additional allotments of personnel and additional funds for textbooks and supplies are provided in proportion to the "special service" needs in each school beyond the requirements of standard formulas.

For example, the average class size is lower in these schools. Special programs are conducted, such as Higher Horizons, After School Study Centers, School-to-Employment (STEP), Reading Clinics, Project III and Operation Return. Additional school secretaries, school aide hours, special teachers of reading and teachers for English as a second language have been provided, as well as additional guidance positions and funds for textbooks and other instructional materials.

A comprehensive schedule of programs for the potential and actual dropout, the early school leaver, the employed, unemployed and underemployed youths has been established. These programs emphasize basic education, guidance and counseling, job orientation, job training and re-training for new needs and new opportunities.

Special services and additional personnel are currently provided at 16 academic high schools with a total register of 48,600 pupils and 25 vocational high schools with a total register of 34,037 pupils, at a cost of $2,189,501 and $1,089,481, respectively.

A new academic high school has been built since 1955 at a cost of $6,530,000. During the past dozen years, five schools were modernized at a cost of $4,300,000, and three others are now being modernized at a cost of $3,700,000, with four more to receive similar treatment in the near future at a cost of approximately $9,600,000. One academic high school building is scheduled to be discontinued in September, 1964.

Among the vocational schools, of which 10 were built prior to 1929, 6 during 1929-39, 5 during 1940-49, 3 during 1950-59 and 1 since 1960, an extensive building program has been carried forward. Eight of the schools have been modernized and 11 are scheduled for modernization at a combined cost of $15,000,000. Eight schools built before 1949 are scheduled to be replaced with new buildings costing $50,000,000.

...IN AUXILIARY AREAS

There are a number and variety of special services for improving educational programs for children in schools in minority group areas provided by personnel assigned to the offices of field assistant superintendents and by personnel assigned to certain units at headquarters. The following tables, though not all inclusive, indicate some major services thus provided:

Offices of Assistant Superintendents — Curriculum assistants, health and guidance counselors, court liaison teachers, district librarians, coordinators of school-community relations, mathematics, science and reading. The additional annual cost for these special services above the cost of standard services in non-Special Service schools is approximately $452,500.

Pupil Transportation Unit — Buses are provided for pupils in the Open Enrollment, Free Choice Transfer and Rezoning programs at an additional annual cost of about $900,000.

Central Zoning Unit — Staff personnel assigned for research and planning for full school utilization and improved ethnic distribution of pupil population consists of a director, statistician, assistant statistician, coordinator and seven programmers. They provide additional services above the standard to schools in minority group areas at an additional annual cost of $30,000.

Human Relations Unit — Under a director, staff personnel is assigned as community relations assistants, coordinators of research and training, pupil progress and curriculum research and training. The additional services represent an annual cost of $69,760.

Bureau of School Lunches — The cost of school lunches served to pupils in schools in minority group areas is $12,675,000 above the standard for all pupils.

In addition to the foregoing, a variety of creative, cultural and social programs are conducted in after-school, evening and Summer community centers, mainly in minority group areas, under the supervision of the Bureau of Community Education.

LOOKING TO THE FUTURE

The foregoing facts and figures show the use of available budget funds to achieve quality education and equality of opportunity for pupils in schools in minority group areas.

Impressive as these efforts are, much remains to be done and will require substantial increases in budgetary funds.

There is need to improve the staffing of schools in disadvantaged areas in order to achieve the following:

Further reduce class size by providing additional teaching personnel and classroom space.

Eliminate short-time sessions for all children.

Provide space and services for a full five-hour day for all pupils in Grade 1.

Establish kindergarten classes for all pupils of appropriate age who apply, especially for children in disadvantaged areas.

Establish pre-kindergarten classes and services in schools located in minority group areas.

Provide additional resource personnel and clinical services such as guidance counselors, psychiatrists, psychologists, social workers and attendance teachers.

Provide additional resource personnel for special instructional programs and problems. These include corrective reading teachers, librarians and laboratory assistants.

Provide additional funds for modernization, repairs, etc.

Establish additional Reading Clinics.

Establish additional All-Day Neighborhood Schools.

Organize additional Junior Guidance classes.

Organize additional Career Guidance classes.

Organize additional "600" schools.

Establish additional after-school study centers.

Establish Summer elementary schools and expand Summer junior high schools.

Increase the number of Summer day camps.

Increase allotments for textbooks, materials, etc.

Provide additional assistants-to-principal, secretaries and school aides.